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ABSTRACT

From November 15-17, 1974, the National Institute of Education held an invitational conference to examine the implication of Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972 for state and local education agencies, review the use of affirmative action as a tool for achieving sexual and racial equality and its application in educational institutions and agencies, and review model affirmative action plans. Teacher practitioners, staff of state education agencies, and representatives of federal agencies were invited. This report presents a summary of the key issues relating to affirmative action, the conference participants' recommendations for action, and a conference evaluation. Appendixes include a participant list, the conference agenda, and materials developed for the conference. (Author/IRT)

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Affirmative Action--
Steps Toward Equality

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NATIONAL INSTITUTE OF EDUCATION

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National Institute of Education Conference

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE, LOS ANGELES, CALIFORNIA 90024

EA 010 364

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I. INTRODUCTION

From November 15-17, 1974, the National Institute of Education (NIE) held an invitational conference in Alexandria, Virginia on the subject "Affirmative Action -- Steps Toward Equality." Teacher practitioners, staff of state education agencies and representatives of federal agencies were invited from across the United States. The threefold purpose of the conference was to (1) examine the implications of Title VI of the Civil Rights Act and Title IX of the 1972 Education Amendments for state and local education agencies, (2) review the use of affirmative action as a tool for achieving sexual and racial equality and its application in educational institutions and agencies, and (3) review model employment affirmative action plans, and model program affirmative action plans.

Eighty-five participants attended the conference who were invited by NIE because of their personal contributions and experience with developing solutions to the problems of sexual and racial equality. A list of all participants, with their organizational affiliations and titles, appears in the Appendix. The conference provided the opportunity for this group of national leaders in education, human and civil rights to consider the following questions:

- How can affirmative action concepts be best applied in local school districts?
- What elements are needed to insure effective application of affirmative action principles?
- What problems may be anticipated in the application of affirmative action in local school districts?
- What are the similarities and the differences in the application of affirmative action to school's employment concerns and the programs provided for school's employment concerns and the programs provided for the students?

- What roles can state departments of education play?

Contemporary Research Incorporated (CRI) was asked to conduct this invitational conference and serve as the facilitator responsible for all conference and travel arrangements, for the preparation of materials in conjunction with the National Institute for the Improvement of Education, and for the production of a final report to NIE from the conference reports and notes.

A. The Conference

The agenda for the conference (see Appendix) included both individual and panel presentations on various aspects of affirmative action:

- Legal Aspects of Affirmative Action
- Employment and Education Affirmative Action
- Programs and Instructional Materials
- Minority Movement and Women's Liberation
- Roles State Departments of Education Can Play

In addition to the presentations, the participants were divided into four small discussion groups designed to access and share the knowledge and experience of each individual.

In order to facilitate the process of information sharing, the identification of resources, and raising issues related to affirmative action, CRI provided four qualified and experienced facilitators to coordinate, facilitate and support the group in achieving these objectives. The facilitators were: Mrs. Rosemarie Brooks, Educational Consultant; Mr. Kenneth G. Hill, Deputy Superintendent - Personnel, Redwood City School District; Dr. Asa G. Hilliard, Dean of Education, San Francisco State University; and Ms. Diane Watson, Senior Consultant, Contemporary Research, Inc.

B. The Report

The final report submitted to NIE was prepared from the tapes and notes of the various conference sessions.

The remainder of the report has been divided into three sections: Section Two, Summary of the Key Issues Related to Affirmative Action -- Steps Toward Equality, pinpoints a number of key issues and concerns discussed at the conference; Section Three, Conference Participants Recommendations for Action, lists some of the needs and recommendations for action efforts identified by the conference participants; Section Four, Conference Evaluation, gives an overall impressionistic evaluation of the conference.

II. SUMMARY OF KEY ISSUES RELATED TO AFFIRMATIVE ACTION--STEPS TOWARD EQUALITY

This section summarizes the key issues and concerns felt by the conference speakers, CRI facilitators, and conference participants to be most critical in the implementation of affirmative action programs.

A. Legal Aspects of Affirmative Action

1. Title IX of the Education Amendments, which focuses on employment opportunities and equal treatment of women in specified instituional functions, was felt to be deficient in several important areas.

- It deletes the two critically important areas of curriculum and program development where sex role stereotyping frequently occurs.
- It evades the issue of sex role stereotyping in textbooks and other instructional materials, thereby requiring development of increased sensitivity and awareness of sex role stereotyping by all persons involved with educational materials.

2. Title IX advocates, in some cases, a "separate but equal" dimension not found in Title VI of the Civil Rights Act (Title IX follows Title VI Executive Order 14266 and revised Order number 4). To what degree will the tenets of "separate but equal" apply? The possibility remains of the continued practice of sex stereotyping due to ambiguities which can lead to misinterpretation and misapplication at the federal, state and local levels.

3. Title IX covers all institutions having federal grants, contracts or loans requiring that all activities of persons are affected, not just in the areas where federal monies are specifically used. Compliance laws specify that institutions receiving contract aid are under orders to comply with affirmative action mandates. It was, therefore, felt that a

clear and accurate definition of the type of aid provided by the federal government is essential. Because the funds received by institutions at the elementary and secondary level are in the form of grants, these institutions may be less likely to change equal opportunity deficiencies because of this legal differentiation.

4. It was felt that provisions of Title IX may override the thrust of Title VI with regard to racial and ethnic minorities, particularly in relationship to the Chicano and Black movements. Ethnic and racial groups which have not reached sociological parity in educational and employment opportunities for both males and females may be "stalled" if the women's movement takes precedence.

B. Employment Affirmative Action

1. Both the development of an employment affirmative action plan and its dissemination to employees as well as to those outside the system was stressed. In addition, it was also suggested that the implementation of the policy be tied to someone in the system and be a part of their job responsibility. In private industry, bonuses and promotions are being tied to affirmative action; a similar effort should be made to include affirmative action in job performance evaluations.

2. EEOC looks carefully at job descriptions, testing and selection standards and if these have an adverse impact on minorities and women, the burden of proof is on the employer to show that the selection standard is essential for successful performance. A review of job descriptions and selection criteria for accuracy and validity was, therefore, stressed. It was further suggested that a system be developed to monitor processes like recruitment, including remedial action. In addition, employment applications need to be checked for adverse effect, e.g., asking about an arrest record. Questions must be job-related.

3. The development of an upward mobility system was described as important because it can assist in determining answers to such questions as: Who gets selected for in-service training? Who receives a promotion?

4. People doing similar jobs must receive equal compensation (includes fringe benefits and conditions of employment, e.g., maternity leave, as well as salary, pensions, retirement, etc.). Equal pay for equal work does not mean identical work but substantially equal work.

5. With employment and promotion affirmative action programs being paper programs at the onset, compliance through action becomes an important issue. Technical assistance in defining goals which reflect underutilization of affected classes in relationship to the availability of potential employees becomes critical. Affirmative action programs must:

- Classify employees by ethnic racial groups as well as by gender
- Break down the classifications into definite line and staff strata (EEO-5 form classifications would serve this purpose)
- Base goals for affirmative action hiring and promotion on a recruitment area which reflects the availability of potential employees on regional, state and national levels
- Analyze all conditions of employment policies including recruitment, hiring, fringe benefits, salaries, promotions and terminations

6. The elimination of tokenism by classifying positions so that the affirmative action program is effective places minorities and women in classifications with a title but no authority. The manipulation of the classification system and the regions designated as agency recruitment and availability areas can subvert the spirit of affirmative action.

7. The relevant labor market for each EEO-5 category is usually based on standard metropolitan area figures. It was suggested that the higher the job is on the responsibility ladder, the wider the geographic area for recruiting should be.

8. The term "affirmative action" has many and varied meanings attached to it. Affirmative action was defined as dealing with:

- Open recruiting
- Advertising (equal opportunity employers)
- Specifying job criteria
- Developing goals

9. Clear distinctions between goals and quotas have been made by the courts and by the government. Goals are legal and quotas are not. Quotas violate all the statistics that forbid preference to be given on the basis of race, sex, color, religion and national origin. Quotas keep people out; goals get people in.

10. Compliance laws require that governing bodies (Boards of Education and administrators) take a firm position as well as the responsibility for action in affirmative action programs. A concerted "grass roots" effort by educators can begin the process of getting their professional organizations, unions and negotiating councils to adopt the concept of affirmative action with regard to employment and education opportunities. The issue is whether the educational practitioners recognize the influence they have in making policy changes, influence which if used can create good affirmative action programs at the educational agency level. A further issue arises as to whether professional associations at a state level are promoting the concept of affirmative action in selecting women and minorities for administrative and field representative positions in the state organization.

C. Educational Equity and Affirmative Action

1. The voluntary development of affirmative action plans by school systems was emphasized as valuable because if a suit is filed against the school, EEOC will investigate. EEOC then has two options: 1) conciliation, or 2) going to court. The courts have ruled that the remedy must put these persons in a position they would have been in

had the discrimination not occurred, and this, in reference to discrimination, can go back many years. Statistics are seen as very strong evidence in court and this puts the burden of proof on the employer.

2. Several important areas to be considered for inclusion in a program affirmative action plan were mentioned:

- Policy statement
- Program analysis and modification
  - study of texts and instructional materials
  - plans for re-training of educational personnel to understand the essence of racism and sexism
  - plans for dealing with segregation including that occurring within the classroom (ability grouping, separation of boys and girls)
  - development of policies for physical education and competitive sports
  - policies for extracurricular activities
- Goals and objectives and a timetable for reaching them
- Procedures for monitoring an evaluation
- Criteria for evaluation including periodic reviews of the plan, revisions and built-in accountability

3. The issue of racism and sexism in schools was described as an issue of social justice, as well as an issue of reform of educational methodology. One of the ways mentioned to achieve this is to use an affirmative action plan as a means of changing or looking at ways of changing the educational programs in schools.

4. When dealing with the issues of racism and sexism, identification of differences between minorities as well as the common concerns provides a starting point for the development of strategies which would help realize mutually selected goals.

D. Program and Instructional Materials

1. The courts, when dealing with cases in sex discrimination, have turned and looked at how similar cases in race discrimination have been treated. Because the laws have few differences, principles of race discrimination can be easily tailored to fit sex discrimination. This works with most everything except sports, because of the physical differences. Thus, in this case, the "separate but equal" theory may actually have some validity. The sports issue was seen as challanging both sex stereotyping and the discrepencies in funding for facilities and equipment.

2. New questions dealing with academic freedom are being raised about what is being taught, how it is taught, as well as what is published and discussed.

3. The aim of a multi-cultural curriculum is to first have students look at the commonalities that exist between all peoples, and from there to look at the various cultures that make up society.

4. A distinction was made between multi-culturalism and multi-ethnicity. Multi-culturalism deals with the broad things held in common by all groups (e.g., poverty); whereas, multi-ethnicity moves beyond that concept and deals with ethnic responses to the various aspects of multi-culturalism (e.g., responses to poverty reflect ethnic experience).

5. Sex stereotyping was identified as appearing in schools in several different ways:

- Teachers have different expectations of a good male and a good female student.
- Teacher behavior is different with male and female students.
- Sex stereotyping is found in textbooks used in schools.

Some strategies for eliminating sex bias in schools were suggested:

- Approach sex bias from an occupational education point of view
- Distribute photographs of non-traditional workers to be included in textbooks
- Hold career days
- Bring role models into schools
- Separate sex from the trade and make occupational choices based solely on the merits of the occupation
- Hold conferences informing educators of how sex bias works

6. All learning begins with the learner's frame of reference. Once the teacher has identified with the learner's frame of reference, skills can be taught and problems surmounted so that the child can face the world in a much more effective way.

E. Minority Movement and Women's Liberation

1. Concern over the potential conflict between women and minority groups arose as an issue. Questions were raised as to whether such a conflict does, in fact, exist and what, if anything, can be done about a potential or existing conflict.

2. Discrimination between women and minorities exists and is embedded in our society. The issue was identified as the degree of perniciousness that this discrimination represents.

3. Women and minorities attack each other regarding who should have priority in the fight against discrimination and neither group will defer each other's needs. One reason for this is that different levels of discrimination exist and this makes it difficult to identify the commonalities and common problems that exist among the two groups. One

discriminated group views the discrimination of another group as unimportant, thus, producing conflict regarding who comes first.

4. In order to minimize the differences between women and minority groups, it was felt that an attempt must be made to identify common problems. It was suggested that women and minorities working together with respect to common goals need to establish affirmative action plans as an initial and necessary step.

5. The ethnic and racial minority woman finds herself in a dilemma. Whether or not to confront this problem directly with men and women from all the affected classes who hold divergent points of view becomes an issue. The objective of this process would be to negotiate a commitment to a united front which would not be counter productive to any group.

6. There has been conflict between victims because some victims have been treated differently than others. Often there is little perception that other groups are victims because of this differential treatment.

F. State Departments of Education -- Roles and Responsibilities

1. Discussion about the type of leadership that state departments of education have pointed out some different opinions. Some saw state departments of education as "keepers of the kingdom" acting as enforcers who advise people of what is incorrect or illegal. Others saw state departments of education as political units that can be influenced and impacted on by the people it services.

Some suggestions were made as to how the power and influence that state departments have might be exercised:

- Encourage districts to develop both employment and program affirmative action plans
- Identify sources of discrimination by race and by sex and then develop programs and activities to offset this discrimination

- Take steps to assure that no student (based on race or sex) will be excluded from any program or activity
- Identify bias in instructional materials to develop programs which have non-racist, non-sexist materials
- Identify bias in counseling materials
- Provide training for all school personnel to increase their capacity to provide non-racist, non-stereotyped education
- Provide equality for all students in physical education
- Insure that extracurricular activities provide equal opportunity
- Begin to develop better relationships with their legislatures in order to generate the needed legislation and appropriation to develop and implement affirmative action programs
- Take advantage of the laws already on the books
- Have in-house affirmative action plans in the state departments

Some strategies were suggested for making recommendations to state departments of education on sex discrimination:

- Write a policy statement, using appropriate political strategy and make certain the policy statement gets into the right hands.
- The policy statement should also cover sex discrimination in extra-curricular activities and athletics.
- Develop a program for department staff people to provide for equal opportunity in promotions and hiring.

- Review all department rules and regulations that contribute to sex discrimination.
- State departments of education libraries should be up-to-date. Groups of people can get the state department to look at its own library in order to eliminate those books with race and sex bias.
- Arrange statewide meetings, seminars and conferences in order to raise the level of awareness of all its educators.
- Set up an internal communication system within the department to explain what race and sex discrimination looks like.
- Get around the lobbying prohibition by sharing fact sheets with other organizations and have them pass them around.
- Provide technical and general assistance to local school districts to eliminate racial and sexual discrimination.

2. What does it take to certify a teacher? State departments of education need to re-think the whole process. The whole issue of whether degrees become a prime requisite for receiving a credential or being selected for promotion must also be explored further.

III. CONFERENCE PARTICIPANTS RECOMMENDATIONS FOR ACTION

Listed below are some of the needs and the recommendations for action efforts identified by participants of the November 15-17 conference on "Affirmative Action -- Steps Toward Equality." There was not adequate time to formulate the full dimensions of these needs or the ways that they might be met. They are organized below to reflect general needs of various parts of education systems.

A. State Departments of Education

1. Need access to cost free technical assistance and consulting services.

2. Need staff training services.

3. Need to develop staff training capability to provide technical assistance to local education agencies.

4. Need assistance in the technology for affirmative action review of internal policies and programs.

5. Need access to information exchange on EEO and Affirmative Action issues. (e.g. Laws, programs, legal issues, etc.)

6. Need access to research in a format which assists syntheses and application to their problems and functions.

7. Need for Educational Program Affirmative Action in their own program functions - e.g. review of state plans for vocational education, school accreditation guidelines, teacher certification, etc.

8. Need to develop how-to materials for local education agencies.

B. Federal Agencies

1. Need to prepare research dissemination in formats for state departments of education and teacher training institutions.

2. Need to develop major philosophical and curricula implications of multi-cultural education (cultural aspects of racism-sexism).

3. Need to provide technical assistance to state education agencies.

4. Need to support development of materials for training and awareness.

5. Need to provide technical assistance and consulting to state education agencies.

6. Need for regional and state training programs for state education agency staff.

7. Need for support for conferences, workshops and in-service training efforts.

8. Need for support of curriculum materials review, development and dissemination (including teacher preparation).

9. Need for review of federal programs and regulations re: the possible application of Education Program Affirmative Action.

C. Teacher Training Institutions

1. Need for affirmative action review of teacher training curriculum re: pre-service training and in-service training.

2. Development of relevant in-service training capability to assist local education agencies.

3. Development of skills based curriculum for teacher preparation re: teaching effectiveness skills, curriculum skills, etc.

4. Development of performance criteria for effective teaching.

D. Teacher Groups

1. Need for awareness programs and dissemination of information.

2. Need for utilization of collective bargaining for obtaining employment and education program affirmative action plans.

3. Need to work with other groups - CLUW, women's organizations, parent groups, etc.

4. Need to work toward internal reform of sex and race typing patterns.

5. Need for articulation of training needs for teachers.

IV. CONFERENCE EVALUATION

The following represents an impressionistic evaluation of the November 15-17 conference on "Affirmative Action -- Steps Toward Equality."

A. Conference Theme and Objectives

The subject matter of the conference -- affirmative action -- was timely and relevant to the needs of participants. The presentation of the use of employment and educational program affirmative action techniques as methods of securing compliance with federal and state anti-discrimination laws provided participants with information and action strategies. Participants viewed this as being directed toward their needs.

B. Selection of Participants

Participants from three general groups were invited to attend the conference -- teacher practitioners, staff of state education agencies, and representatives of federal agencies. The mixture of participants provided a rich source for cross fertilization of perspectives and viewpoints.

The racial-ethnic-sexual mixture of participants was generally good. It would have been helpful if more financial assistance could have been provided to assist less wealthy state departments and a greater number of teacher practioners.

C. Conference Site

The conference site and arrangements were more than adequate. Esprit de corps among participants could have been enhanced by including more opportunity for group meals.

D. Conference Design

Conference design provided for a variety of activities and areas of inquiry. Conference presentations were generally "on target" and revelant to the areas being considered. A major weakness was the

limited amount of time available for application and small group discussion sessions. Although participants met some of these needs in informal discussions, it was clear that many would have profited from more focused considerations of specific application to their settings.

In addition, it also became clear that the affirmative action knowledge base of individual participants varied greatly. Some would have profited from greater explication of application to their interests and job responsibilities.

E. Conference Materials

Conference materials provided extensive back-up information for the concerns being considered during the conference. They were generally perceived as relevant and helpful to participants. A major problem in the use of the materials was the fact that participants did not have the opportunity for considering the materials before the conference. Future conference efforts should attempt to provide greater pre-conference involvement of participants and opportunities to begin consideration of issues before arriving at the conference site.

F. Conference Impact

The impact of the conference will be determined during the next few weeks. Participant reactions would suggest greater application in the following areas:

1. Consideration and application of affirmative action methodologies to educational program. Several state department staff suggested immediate application and follow-up in their programs.

2. Utilization of conference materials for on-the-job assistance, training programs, and general information.

3. Utilization of conference subject matter, format and materials in conducting similar experiences with other groups.

It would also be hoped that federal agencies would consider the needs identified by participants and attempt to respond to them.

APPENDIX

NIE Affirmative Action Conference Master List of Invitational Letters

Participants Who Attended the NIE Conference

Paid Participants Invitational Letter

Paid Participant Attendance Form

Non-Paid Participants Invitation Letter

Non-Paid Participant Attendance Form

Participant Follow-up Letters

CRI Staff

Conference Agenda

Luncheon List

Conference Materials Developed by the Resource Center on Sex Roles in Education (under separate cover)

NIE Affirmative Action Conference Master List of Invitational Letters

Paid Participants Name and Address	Asian	Black	American Indian	Spanish Speaking	Whites	Attending Yes	Attending No
Gregory R. Anrig Commissioner of Education Massachusetts Department of Education 178 Tremont Street Boston, Mass. 02111							x
Gwen Baker School of Education Corner East and South University Avenues Ann Arbor, Mich. 48104		x				x	
Patricia Benavidez 1001 S. Mildred #512 Tacoma, Wash. 98465				x		x	
Anne Campbell Director of Public Affairs University of Nebraska 3835 Holdrege Street Lincoln, Nebraska							x
Dan Hononi National Indian Educational Advisory Council 6327 Mossman Place, N. E. Albuquerque, N. M. 87110			x				x
Consuelo Nieto 1848 Burnell Drive Los Angeles, Calif. 90065				x		x	
E. B. Palmer, North Carolina Association of Educators 111 W. Morgan Street P. O. Box 27347 Raleigh, N. C. 27611		x				x	
Virginia Paul 1107 Interlaaken Drive, S. W. Tacoma, Wash. 98498					x	x	

Paid Participants Name and Address	Asian	Black	American Indian	Spanish Speaking	Whites	Attending Yes	 No
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William Webster Deputy Superintendent for Program State Dept. of Education 721 Capitol Mall Sacramento, CA 95814		x				x	
Lithangia Robinson 2880 Valley Heart Drive, N. W. Atlanta, Ga. 30318		x				x	
Bernice Sandler Director, Project on the Status and Education of Women Association of American Colleges 1818 "R" Street, N. W. Washington, D. C. 20009						x	
Marjorie Stern 4109 - 20th Street San Francisco, Ca. 94114						x	
Wayne Tahara 3524 Greenway Road Grand Island, N. Y. 14072	x					x	
Paul Tanaka 3409 N. 21st Street Tacoma, Wash. 98406	x					x	
Christine Webster University of Wisconsin Neopit, Wisc. 54150						x	
Lenore Weitzman Center for the Study of Law and Society Univ. of California, Berkeley 2224 Piedmont Berkeley, Calif. 94720					x	x	
Lauri Wynn 2516 W. Brown Street Milwaukee, Wisc. 53205							

Paid Participants Name and Address	Asian	Black	American Indian	Spanish Speaking	White	Attending Yes	 No
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Kenneth G. Hill Deputy Superintendent - Personnel Redwood City School District 815 Allerton Street Redwood City, Ca. 94063						x	
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Diane Watson 5331 Harcourt Avenue Los Angeles, California						x	

Paid-Participants Name and Address	Asian	Black	American Indian	Spanish Speaking	White	Attending Yes	Attending No
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Evelyn Idelson Education Program Officer Equal Employment Opportunity Commission 1200 19th Street, N. W. Washington, D. C. 20208						x	
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Ted Friel Carkhuff Associates Box 222 Amherst, Mass. 01002						x	
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Non-Paid Participants Name and Address	Asian	Black	American Indian	Spanish Speaking	White	Attending Yes	 No
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Josue Gonzalez Director CANBBE 213 Dwyer - Room 312 San Antonio, Texas				x			
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CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

This letter comes as your personal invitation from the National Institute of Education to participate in a conference on the subject "Affirmative Action---Steps Toward Equality". The conference will be held November 15-17 at the Olde Colony Motor Lodge in Alexandria, Virginia, opening with lunch on November 15th.

One of the crucial issues facing local school districts is the need to insure compliance with Federal laws prohibiting discrimination on the basis of sex or race. An effective method for moving toward that compliance is the development of affirmative action plans and efforts.

Recognizing the need for a national dialogue on the use of affirmative action in elementary and secondary education, the three purposes of the conference are to (1) examine the implications of Title VI of the Civil Rights Act and Title IX of the 1972 Education Amendments for State and local education agencies, (2) review the use of affirmative action as a tool for achieving sexual and racial equality and its application in educational institutions and agencies, and (3) review model employment affirmative action plan, and model program affirmative action plans.

NIE has asked Contemporary Research, Inc. (CRI), a private research and consulting firm, to conduct this invitational conference to provide the opportunity for a small group of national leaders in education, human and civil rights to consider the following questions:

--How can affirmative action concepts best be applied in local school districts?

--What elements are needed to insure effective application of affirmative action principles?

--What problems may be anticipated in the application of affirmative action in local school districts?

-What are the similarities and the differences in the application of affirmative action to school's employment concerns and the programs provided for school's employment concerns and the programs provided for students?

We want to stress that this is both an invitational and a working conference. You have been asked to participate because of the personal contributions NIE felt you could make and for your particular experience with developing solutions to the problems of sexual and racial equality, rather than simply as a representative of your particular agency.

CRI's role is as a facilitator: we will be responsible for all conference arrangements, for the preparation of materials in conjunction with the National Foundation for the Improvement of Education, and for production of the final report to NIE from the conference reports and notes.

Under our contractual agreement with NIE, we will reimburse conference participants for travel costs and per diem at Government rates of $25/day for hotel and food expenses. The maximum amount that you can be allotted for the three day conference is $75.00. Should your expenses exceed this amount we cannot reimburse your for the overage. On compliance with our auditing procedures, we request that you invoice us for your per diem and travel on the same expense form, and all reimbursements will be made at the same time (30 days after the receipt of your expense report). Travel expenses eligible for reimbursement include your roundtrip jet coach fare from your point of departure directly to and from Alexandria. Reimbursement for alternate routes or surface travel cannot exceed the same amount as the roundtrip fare specified above. Of course, if you are coming to the conference as part of other business travel, only that portion of your travel required for this conference should be billed.

We will be allowed to reimburse you for your common carrier transportation to and from the airports to an upper limit of eight dollars, without any justification required.

Because of the necessity of scheduling the conference well in advance to ensure the best possible accommodations and working facilities, we ask that you return the enclosed forms immediately. Whether or not you request pre-paid tickets, all participants are responsible for their own reservations; we encourage you to make reservations as soon as possible.

Pre-conference materials will be sent to you as soon as we have received your attendance form. We sincerely look forward to meeting with you.

Sincerely,

Dorothy D. Tappin
Project Manager

Enclosures

PARTICIPANT ATTENDANCE FORM

Date: _____

Name _____

Home Address _____

City, State _____
(zip)

Home Phone ( ) _____ Bus. Phone _____

Please check below to indicate whether you will or will not be able to attend the November 15-17 conference, to be held at the Olde Colony Motor Lodge, in Alexandria, Virginia.

_____ Yes - able to attend

_____ No - unable to attend

_____ Uncertain - will know by _____
Date

- - - -

Travel Information

Arrival Schedule	City & State	Date	Airline & Flight No.
Time Leaving Arriving Leaving Arriving			
Departure Schedule From Conference Leaving Arriving Leaving Arriving			

$_____

Total Jet Coach Air Fare
(Include Tax)

If pre-paid tickets are required:
address to which the ticket should be sent

NAME: _____

STREET ADDRESS: _____

CITY, STATE: _____

PHONE: _____ Zip Code

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--What problems may be anticipated in the application of affirmative action in local school districts?

–What are the similarities and the differences in the application of affirmative action to school's employment concerns and the programs provided for school's employment concerns and the programs provided for students?

Prior to the Conference, CRI will prepare materials related to these concerns.

We want to stress that this is both an invitational and a working conference. You have been asked to participate because of the personal contributions NIE felt you could make and for your particular experience with developing solutions to the problems of sexual and racial equality, rather than simply as a representative of your particular agency.

CRI's role is as a facilitator: we will be responsible for all conference arrangements, for the preparation of materials in conjunction with the National Foundation for the Improvement of Education, and for production of the final report to NIE from the conference reports and notes.

We regret the funds for the conference are limited and it will not be possible to assume your expenses. We hope that you will be able to secure funds from other sources to attend this most important conference. Because of the necessity of scheduling the conference well in advance to ensure the best possible accommodations and working facilities, we ask that you return the enclosed attendance form immediately.

Pre-conference materials will be sent to you as soon as we have received your registration form. We sincerely look forward to meeting with you.

Sincerely,

Dorothy D. Tappin,
Project Manager

Enclosures

PARTICIPANT ATTENDANCE FORM

Date: _____

Name _____

Home Address _____

City, State _____

Home Phone ( ) _____ Bus. Phone _____

We are planning a luncheon at the opening of the Conference on November 15th at 12:00. The cost of the luncheon for each participant will be between $5.00 and $6.00. Kindly check below if you wish to attend.

Yes_____

No_____

2

The government rates for accomodations at the Olde Colony Motor Lodge are shown below:

Single: $15.00/day plus 6% tax

Double: $19.00/day plus 6% tax

If you wish to stay at the Olde Colony Lodge you may use the enclosed reservation blank to reserve your accomodations by mailing it to:

Mr. John R. Stevenson, Manager
Olde Colony Motor Lodge
Box 631
Alexandria, Virginia 22313
(703) 548-6300

For our pre-conference planning convenience, please indicate to us by checking below if you plan to stay at the Olde Colony Motor Lodge.

_____ Yes

_____ No

Transportation to and from the airport is described in the enclosed tariff schedule.

To allow for scheduling, coordination with the hotel, we ask that you return this form as soon as possible. Separate stamped return envelope for the form is enclosed.

We sincerely hope you will be able to join us and look forward to meeting with everyone.

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

October 29, 1974

Dear Participant:

As you know from my previous letter, NIE is holding a conference, "Affirmative Action - Steps Toward Equality" from November 15th to November 17th in Alexandria, Virginia. To facilitate our pre-conference planning, we request that you let us know, as soon as possible, if you will be able to attend the conference.

Because of your extensive experience and contributions in this area, we do hope that you will be able to join us at the conference. We feel strongly that your input and involvement will provide NIE with critical considerations to be used in making future policy recommendations.

I look forward to hearing from you immediately.

Sincerely,

Dorothy D. Tappin
Project Manager

DDT:gel

We are planning a luncheon at the opening of the Conference on November 15th at 12:00. The cost of the luncheon for each participant will be between $5.00 and $6.00. Kindly check below if you wish to attend and return this portion to us in the separate stamped return envelope which is enclosed.

Yes_____

No _____

_____
Signature

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

October 29, 1974

Dear Participant:

We are pleased that you will be able to attend the NIE Conference "Affirmative Action -- Steps Toward Equality" to be held in Alexandria, Virginia, November 15th-17th.

You will be receiving your pre-paid ticket from CRI approximately one week before the conference is scheduled to begin.

We sincerely look forward to meeting with you at this most important conference and know that your contribution will add measurably to its success.

Sincerely,

Dorothy D. Tappin

Dorothy D. Tappin
Project Manager

DDT:gbt

We are planning a luncheon at the opening of the Conference on November 15th at 12:00. The cost of the luncheon for each participant will be between $5.00 and $6.00. Kindly check below if you wish to attend and return this portion in the separate stamped return envelop which is enclosed.

Yes_____

No _____

_____

Signature

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

October 29, 1974

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We are pleased that you will be able to attend the NIE Conference "Affirmative Action -- Steps Toward Equaltiy" to be held in Alexandria, Virginia from November 15th - 17th.

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Sincerely,

Dorothy D. Tappin

Dorothy D. Tappin
Project Manager

DDT:gbt

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Yes _____

No _____

_____

Signature

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

November 12, 1974

Dear Participant:

We are enclosing for you a detailed copy of the agenda for the NIE conference, "Affirmative Action -- Steps Toward Equality" which begins on November 15th.

We look forward to seeing you on Friday at what we hope will be a very exciting and profitable conference.

Sincerely,

Dorothy D. Tappin

Dorothy D. Tappin
Project Manager

DDT:gbt

Enclosures

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

November 15, 1974

Dear Participant:

We wish to take this opportunity to welcome you to the NIE Conference, "Affirmative Action -- Steps Toward Equality." Registration for the conference will take place Friday morning between 10:00 a.m. and 12:00 noon in the Olde Colony Motor Lodge Conference Center. Lunch will be served in the Commonwealth Room at 12:00 noon. This will give you an opportunity to meet with old friends, and to meet the CRI facilitators with whom you will be working.

This first session will begin promptly at 1:30 p.m. in the Commonwealth Room North, where the purposes of the conference will be outlined and workshop assignments will be made.

Each day there will be a morning and afternoon coffee break and ample time for lunch. The sessions on Friday and Saturday will not last beyond 5:00 or 5:30 p.m. and on Sunday the conference will close at noon. On Saturday evening from 5:00 p.m. to 7:00 p.m. there will be a NIE hosted reception at the Olde Colony.

Ms. Dorothy Tappin and Ms. Elizabeth Sampson of CRI will be pleased to render any assistance or give you any information that you might need to make your stay more enjoyable.

We would like to take this opportunity to thank you for attending the NIE Conference. We are expecting excellent sessions and know that you will add to the success of the conference.

Sincerely,

Dorothy D. Tappin
Project Manager

DDT:gbt

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Affirmative Action -- Steps Toward Equality

NIE Conference

Alexandria, Virginia

November 15-17, 1974

CRI Staff

Dorothy D. Tappin	-	Project Manager
Diane Watson	-	Conference Facilitator
Asa Hilliard	-	Conference Facilitator
Kenneth Hill	-	Conference Facilitator
Rosemary Brooks	-	Conference Facilitator
Elizabeth Sampson	-	Conference Facilitator

THE NATIONAL INSTITUTE OF EDUCATION CONFERENCE

ON

"AFFIRMATIVE ACTION -- STEPS TOWARD EQUALITY"

November 15, 16, 17, 1974

Olde Colony Motor Lodge

Alexandria, Virginia

AGENDA

Friday, November 15

10:00 a.m. - noon	Registration Olde Colony Motor Lodge Conference Center
Noon - 1:30 p.m.	Luncheon - Commonwealth Room Welcome by Dr. Edward Barnes Advisor to the Institute on Human Rights, National Institute of Education
1:30 p.m.	PURPOSES OF THE CONFERENCE Dr. Sarita Schotta Senior Associate National Institute of Education
2:15 p.m.	UNDERSTANDING THE LAW Dr. Bernice Sandler Director Project on the Status and Education of Women Association of American Colleges
3:00 p.m.	Coffee Break
3:30 p.m.	REGULATIONS FOR LAW ENFORCEMENT Dr. Bernice Sandler
4:00 p.m.	Small Groups
5:00 p.m.	Ajournment Free Evening

Saturday, November 16

9:00 a.m.	THE NEED FOR AFFIRMATIVE ACTION IMAGES OF MALES AND FEMALES IN ELEMENTARY TEXTBOOKS IN FIVE SUBJECT AREAS - Side Show Dr. Lenore Weitzman Center for the Study of Law and Society University of California, Berkeley
10:00 a.m.	Coffee Break

10:30 a.m.	WHAT IS AFFIRMATIVE ACTION - Panel Elements of Employment - Affirmative Action Evelyn Idelson Education Program Officer Equal Employment Opportunity Commission Educational Program Affirmative Action Dr. Edward Barnes Minority Movement and Women's Liberation - Is There a Conflict? Pat King Professor of Law Georgetown University Small Groups
12:00 noon	Lunch Break
1:00 p.m.	IDENTIFYING AND CHANGING THE HIDDEN CURRICULUM SKILLS FOR SCHOOL PERSONNEL - LEARNING DEMONSTRATIONS Dr. Robert Carkhuff Dr. David Berenson Dr. Ted Friel Carkhuff Associates
2:30 p.m.	Coffee Break
3:00 p.m.	IDENTIFYING THE HIDDEN CURRICULUM - Panel Multicultural Curriculum Dr. Gwen Baker Multicultural Education Program School of Education University of Michigan Teacher Behavior Dr. Myra Sadker School of Education American University Vocational Education Blandina Cardenas Legislative Fellow Rockefeller Administration Resources Development Project

4:00 p. m.	Small Groups
5:00 - 7:00 p. m.	Reception - Commonwealth Room North
9:00 p. m.	Informal Discussion Session (Optional)

Sunday, November 17

9:00 a. m.	ROLES STATE DEPARTMENTS CAN PLAY Dr. William Webster Deputy Superintendent for Program California State Department of Education Claudette Nelson Education Specialist Michigan State Department of Education Paula Herzmark Project Director Equal Rights for Women in Education Education Commission of the States Amanda Smith New Pioneer Project State Department of Education Raleigh, N. C.
10:15 a. m.	Coffee Break
10:30 a. m.	BUILDING A PLAN OF ACTION Steps for Action Resource Identification
12:00 noon	Ajournment

LUNCHEON LIST

Gwen Baker
Edward Barnes
Jesse Bernard
David Berenson
Raphaela Best
Rosemary Brooks
Blandina Cardenas
Robert Carkhuff
Donald Dimick
Joan Duval
Ted Friel
Yvonne Franklin
Susan Frosch
Dwayne Gatewood
Robert Greer
Paula Herzmark
Kenneth Hill
Robert Hill
Asa Hilliard
Mary Ellen Verheyden Hilliard
H. Norman Hough
V. Wendall Hylton
Evelyn Idelson
Pat King
Holly Knox
Shirley McCune
Consuelo Nieto
Carol O'Connell
Virginia Paul
Lewis Randall
Mary Lou Randour
Lithangia Robinson
Edmound Rose
Myra Sadker
Elizabeth Sampson
Sarita Schotta
William Simons
Roger Stephon
Marjorie Stern
Wayne Tahara
Paul Tanaka
Dorothy Tappin
Dolores Thomas
Joan Thompson
Christine Ver Ploeg
Diane Watson
Lenore Weitzman
William Webster

Peggy Triplett
Rocky Brown
Ogechee Koffler
Robert R. Hill
R.A. Durham